# CAREER DEVELOPMENT THROUGH  THE TRANSITION PLANNING PROCESS

Arizona Department of Education
Exceptional Student Services
Special Projects Unit
Secondary Transition Team

# Objective

✓ Discuss a project that will support you in monitoring the transition planning process at your district

✓ Review the transition planning process as it relates to career development

# The Focus Is Best Practice

# Technical Assistance

Transition Training Request Form

# Best Practice Implementation Project

BPIP is

- ✓ Voluntary & at no cost to PEAs

- ✓ Not a part of monitoring process

- ✓ Will inform future training content

- ✓ Feedback provided at pre- & post-training using a rubric

# THE TRANSITION PLANNING PROCESS

# Transition Planning Process

**3**

**Instruction & Services**
- Activities
- Courses of Study
- Annual IEP Goals

**2**

**Post-secondary Goals**
- Based on age-appropriate assessments
- **Training/Education**
- **Employment**
- Independent Living (as appropriate)

**1**

**Assessments**
- Interests
- Preferences
- Strengths
- Consideration of Needs

National Technical Assistance Center on Transition. (n.d.). Quality Transition Planning. Retrieved November 30, 2016, from NTACT: transitionta.org

Transition Planning & The Career Development Process

STEP 1: Assessments

STEP 2: Postsecondary Goals
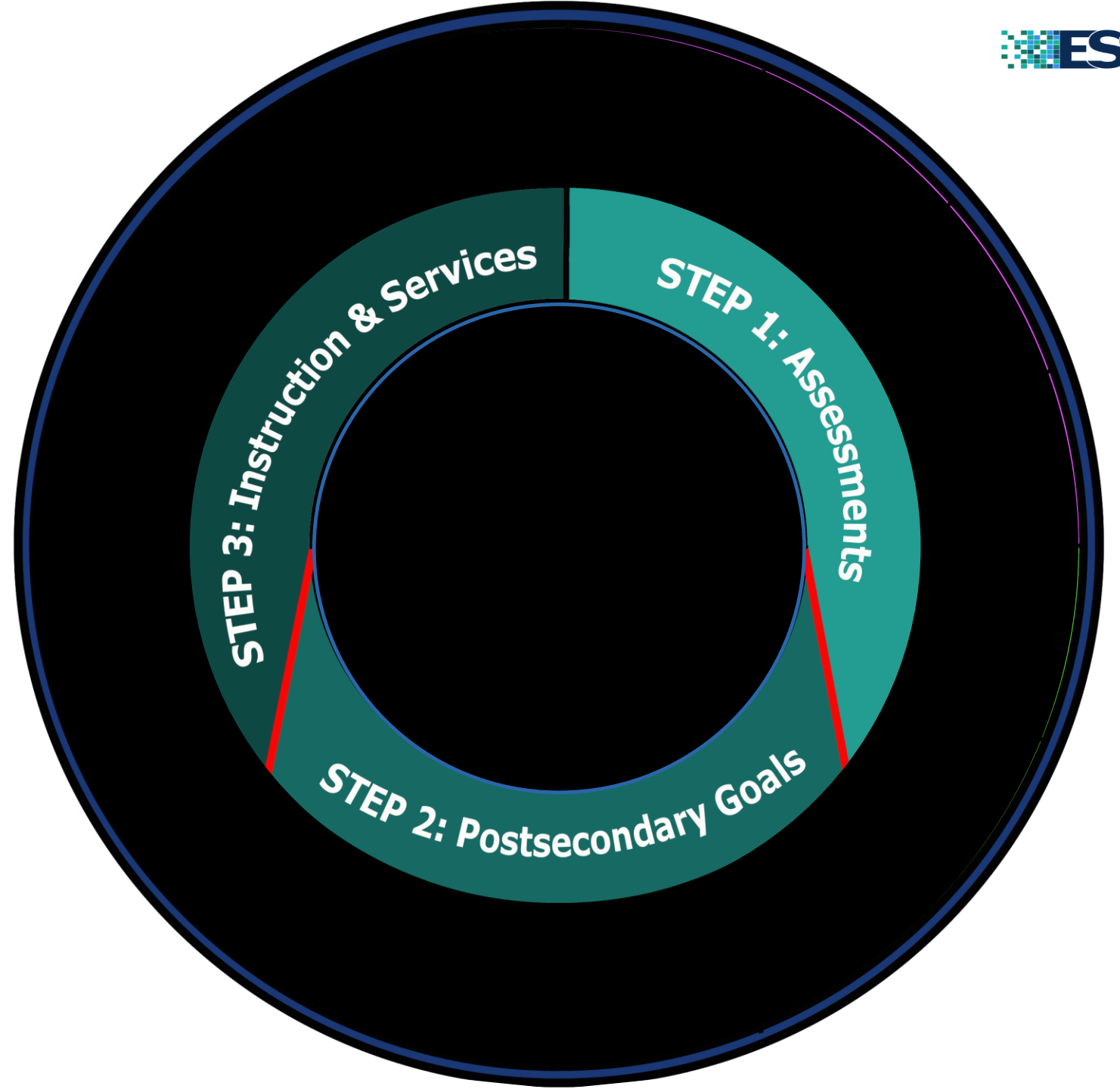
STEP 3: Instruction & Services

# Assessments
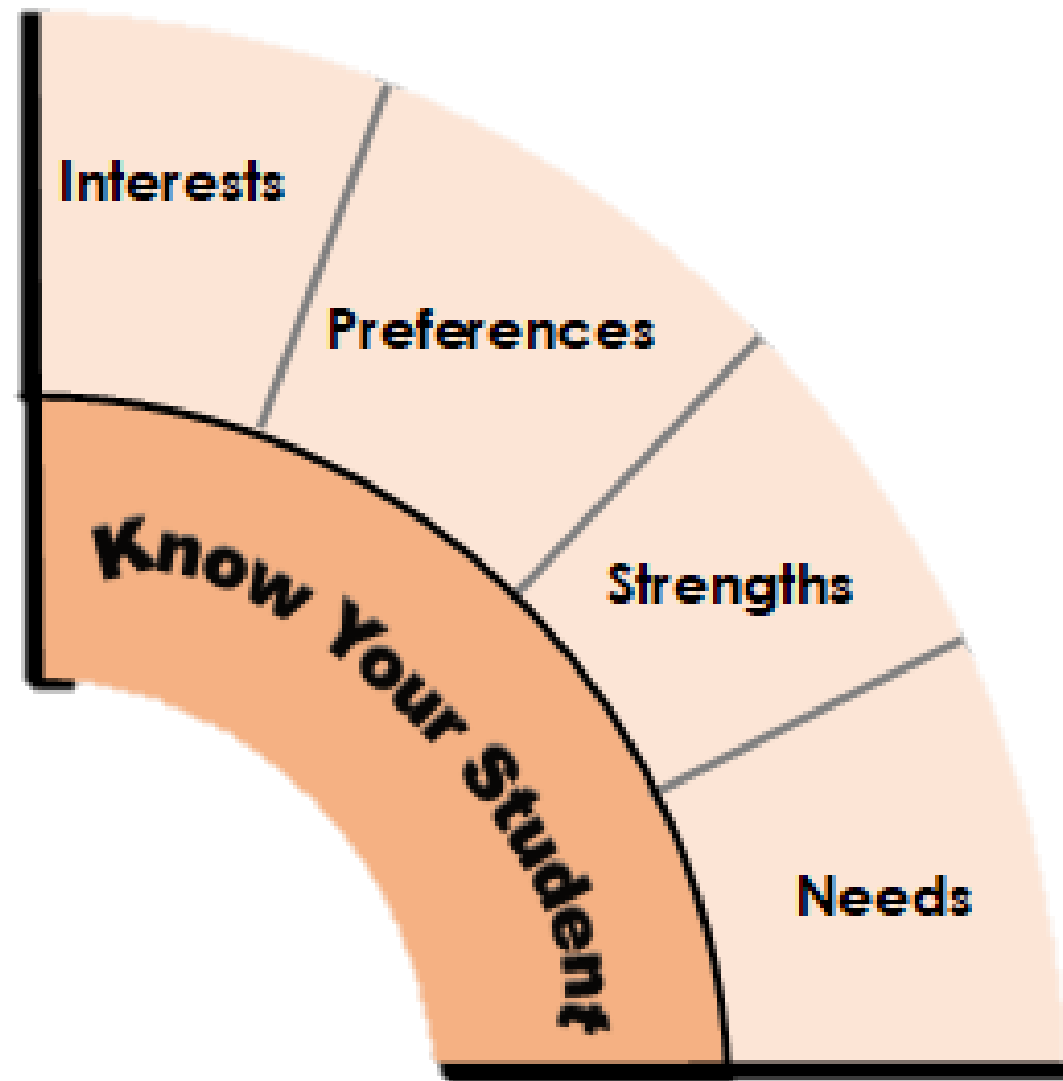
# Interests, Preferences, and Strengths

**Interests:**

**Expression of "LIKE or WANT"**

- Interest does not always mean preference or strength
- Student talks about doing the activity or course

**Preferences:**

**Requires "ACTION/EFFORT" from the student**

- The activities were accomplished
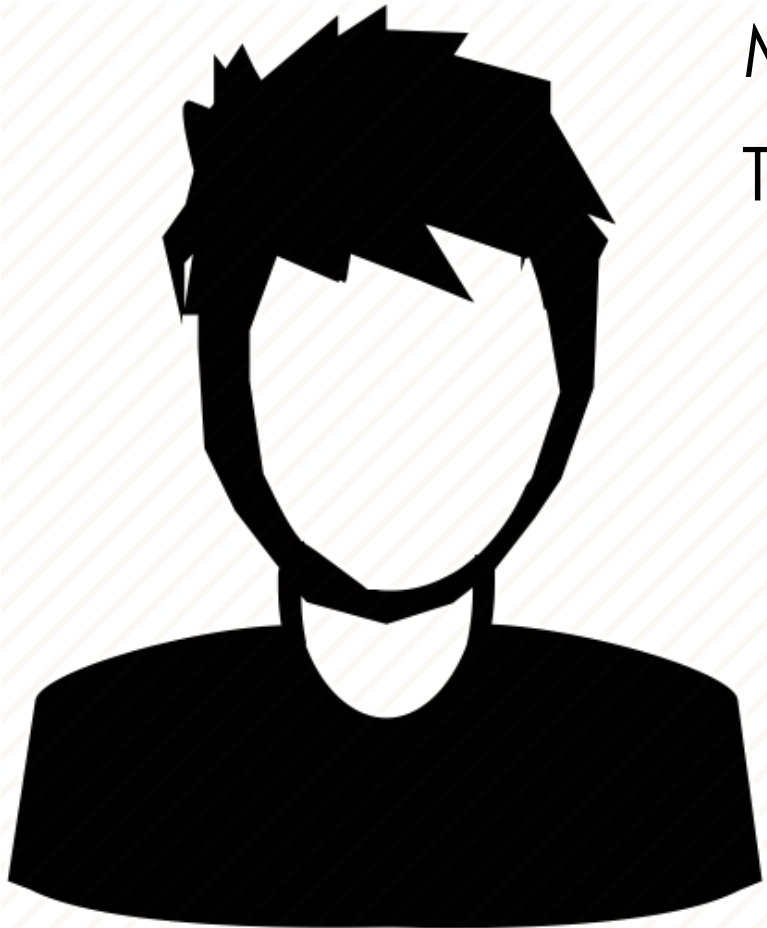- The coursework was completed

**Strengths:**

**An outcome showing "COMPETENCY" in activities or coursework**

- Showing the basic skills needed to be successful in the job

# Tools

- ✓ [Age-Appropriate Transition Assessments Padlet](#)

- ✓ [Transition Coalition Assessment Reviews](#)

- ✓ [Age Appropriate Transition Assessment Toolkit](#)

# Introducing Max

Max has been diagnosed with Autism.

Transition assessments show:

- ✓ **Interests**: Goal of IT identified on AZCIS portfolio.

- ✓ **Preferences**: Completed labor market & job application research for Honeywell (IT Data Privacy Specialist)

- ✓ **Strengths**: When completing logistics project for school front office (inventory) demonstrated to be detail-oriented & a logical thinker, and to have good computer & problem solving skills.

# Secondary Transition Best Practice Rubric

| Component | Best Practice (4) | Compliance + (3) | Compliant (2) | Not Compliant (0) |
|---|---|---|---|---|
| **Assessments** | Multiple assessments, clearly summarized with IPS identified and aligned to MPGs | Multiple assessments, summarized with some mention of IPS | One or more assessment(s) listed that aligns to each MPG | Assessments not mentioned; not aligned to MPGs |

STEP 2

MEASURABLE POSTSECONDARY GOALS

# Career Exploration Part 1



Explore & Narrow

Career Clusters & Paths, Occupations

Education/ Training

Job Outlook & Potential Employers

Industry-specific Accommodations

# Workforce Industry Structure



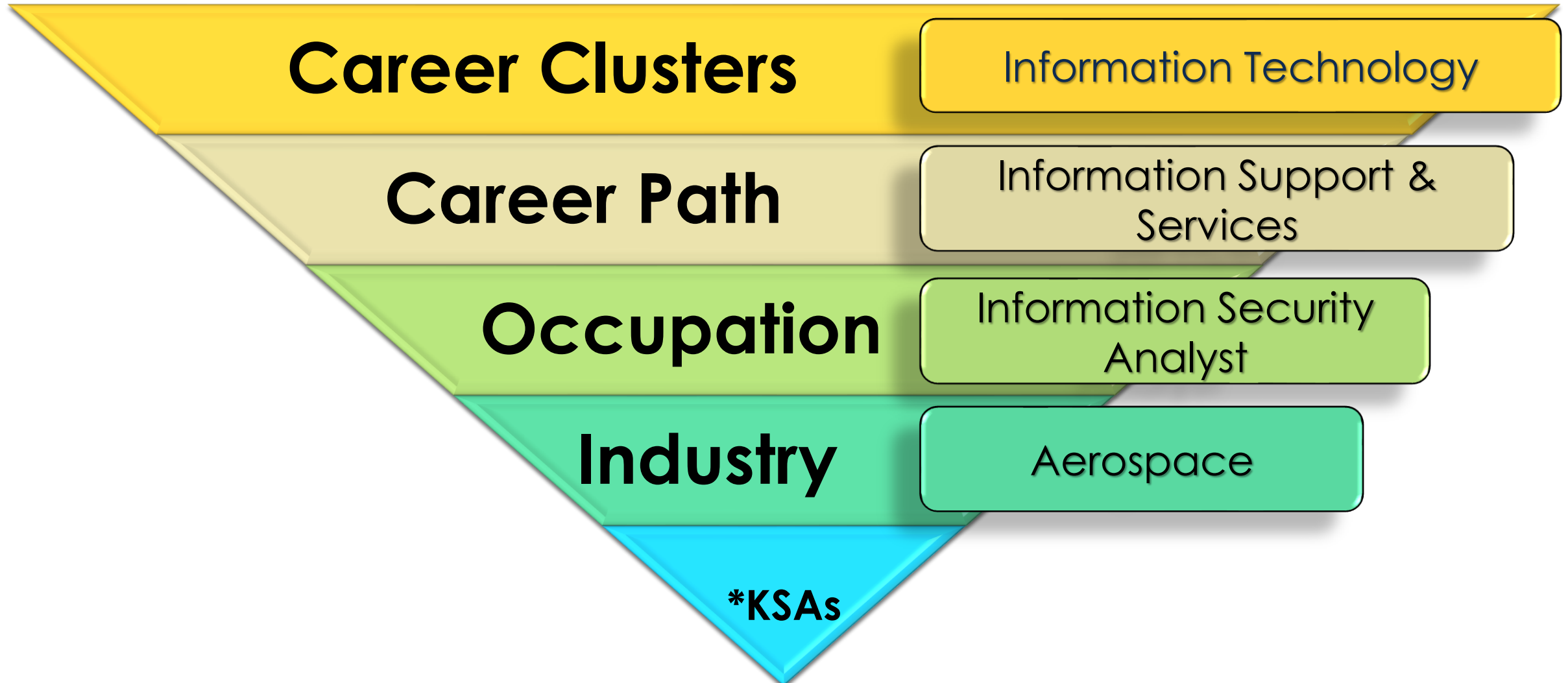**Career Exploration & Labor Market Research**

- ✓ AzCIS
- ✓ O*NET Interest Profiler (IP)
- ✓ CareerOneStop

# Workforce Industry Structure for Max

| | |
|---|---|
| **Career Clusters** | Information Technology |
| **Career Path** | Information Support & Services |
| **Occupation** | Information Security Analyst |
| **Industry** | Aerospace |

*KSAs

# Doing The Same Thing... A Different Way

**The Job Accommodation Network**

**https://askJAN.org**

Industry Specific Accommodations

source: www.cam.ac.uk

Decision Making

More Than Just the Occupational Profile

Aligning Skills

Compare Strengths & KSAs

Portfolio

# Career Exploration Part 2

# Appropriate MPGs

✓ Pinpoint **KSA**s from Occupational Profile

**K**nowledge **S**kills & **A**bilities

✓ **Align** KSAs *to* **student strengths** to **confirm appropriateness** of employment MPG

# Is "IT Security Analyst" appropriate for Max?

| KSAs | Strength? | Accommodation? | More Data? |
|------|-----------|----------------|------------|
| Computers and Electronics | X | | |
| English Language | | X | |
| Telecommunications | X | | |
| Customer & Personal Service | | X | |
| Public Safety and Security | | | X |
| Manage Oneself, People, Time, and Things | | X | |
| Perceive and Visualize | X | | |

# Secondary Transition Best Practice Rubric

| Component | Best Practice (4) | Compliance + (3) | Compliant (2) | Not Compliant (0) |
|---|---|---|---|---|
| **MPGs** | All MPGs are career focused and contain "after graduation/exit" and "will" statements; level of specificity based on age of student; align with IPS | All MPGs are measurable and are clearly career focused; specificity of goal may be minimal or excluded; align with IPS from assessments | All MPGs measurable (employment, education & if appropriate IL MPG); all MPGs to take place post-secondary | MPGs are not measurable; will not occur after high school; not based on IPS |

# STEP 3

## INSTRUCTION & SERVICES
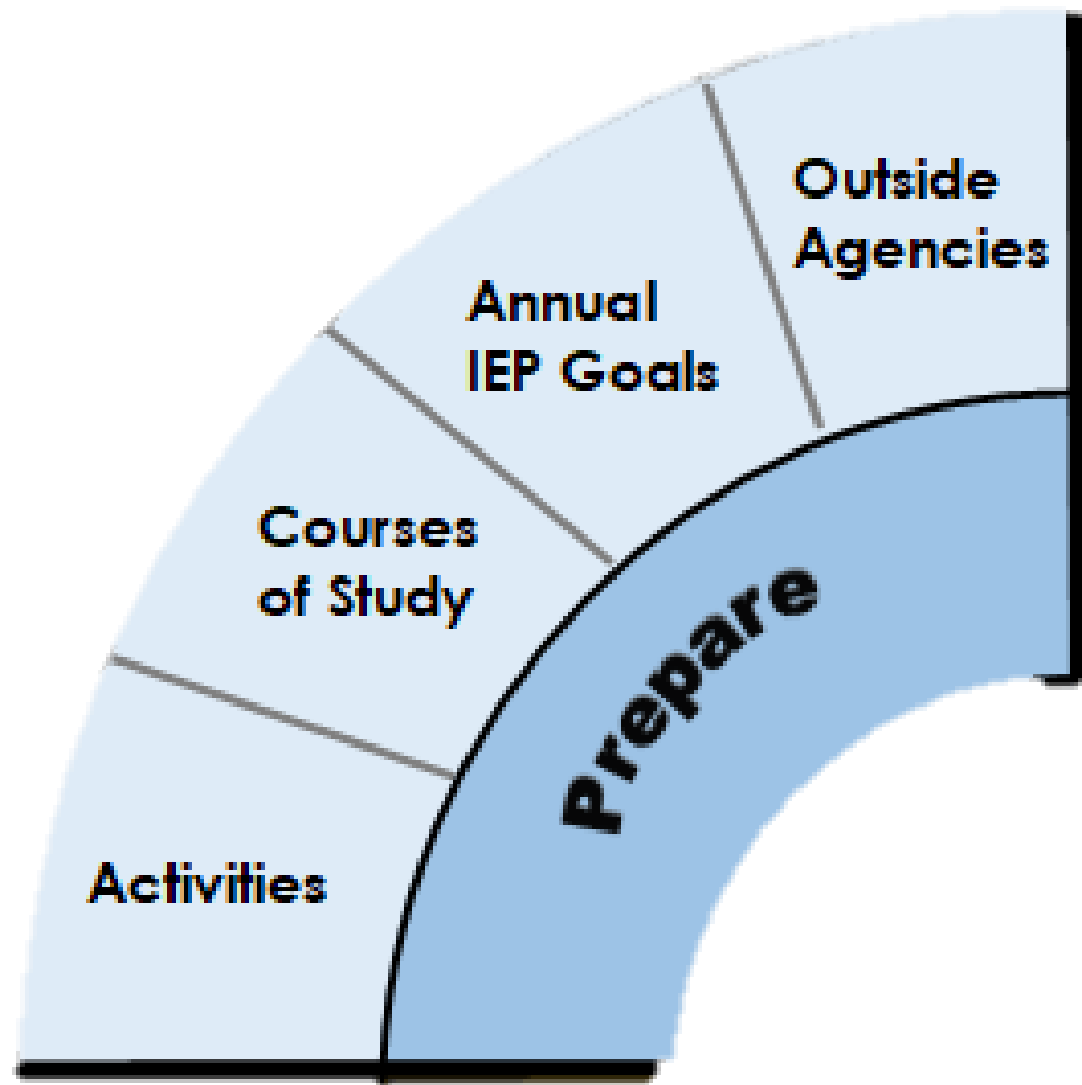
Transition Plan

# Activities

✓ Confirm strengths in KSAs by recording outcomes of activities

✓ Increase specificity of MPG

✓ Consider:
  ✓ Classroom
  ✓ Campus
  ✓ Community



source: www.theeducator.com

# Secondary Transition Best Practice Rubric

| Component | Best Practice (4) | Compliance + (3) | Compliant (2) | Not Compliant (0) |
|---|---|---|---|---|
| **Activities** | Multiple activities that align with each MPG; All LREs (community, campus, classroom) are represented based on abilities of student/program; opportunities to gain knowledge and experience; Include info on accountability | Multiple activities that align with each MPG; at least two LREs represented based on abilities of student/program | One activity aligned with each MPG | No activities; activities are not individualized to student's MPGs |

# Course of Study



source: www.prnewswire.com

- ✓ Exposure to KSAs
- ✓ Confirm strengths in KSAs

# Secondary Transition Best Practice Rubric

| Component | Best Practice (4) | Compliance + (3) | Compliant (2) | Not Compliant (0) |
|---|---|---|---|---|
| Courses of Study | Multiple courses that clearly align with all MPGs and are based on IPS; multi-year that shows projection of coursework; brief summary explaining connection between MPGs and courses | Multiple courses that clearly align with each MPG; one year of coursework | One course aligned to each MPG; one course per MPG listed | No courses; general course of study; course of study does not align with MPGs |

# Annual IEP Goals

✓Each MPG requires alignment to an annual IEP goal

✓Use the annual goals to make progress towards MPG
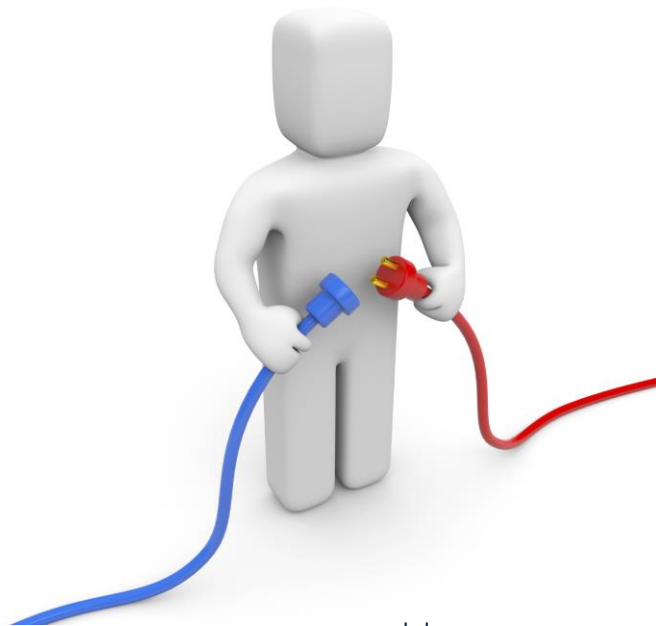
source: www.blog.mass.gov

# Secondary Transition Best Practice Rubric

| Component | Best Practice (4) | Compliance + (3) | Compliant (2) | Not Compliant (0) |
|---|---|---|---|---|
| Annual IEP Goals | Multiple annual IEP goals that clearly support all the MPGs; "in order to" statements | Multiple annual IEP goals that support all the MPGs | One annual IEP goal that supports each MPG. | No annual IEP goals; no support of MPGs |

# Outside Agencies

- ✓ Document invitation of agencies to IEP Meeting(s)
- ✓ Share assessments, goals, & activities
- ✓ Develop aligned plans between agencies

# Transition Training Implementation Feedback

* Required

PEA Name (District/Charter Holder) *

Your answer

School (if known)

Your answer

Transition Plan Author *

Your answer

**Date of Training Attended**

Date

mm/dd/yyyy

**Date of IEP Reviewed** *

Date

mm/dd/yyyy

*

○ Pre-training

○ Post-training

○ N/A

**Student's Grade** *

Choose ▾

**Primary Disability** *

Choose ▾

|  | 4 | 3 | 2 | 0 |
|---|---|---|---|---|
| Annual IEP Goals | ○ | ○ | ○ | ○ |

(4) One annual IEP goal that clearly supports each of the MPGs, and "in order to" statement (or a similar BP strategy)is used to clearly show alignment to the MPGs; (3) One of the above is evident; (2) One annual IEP goal that supports all the MPGs; (0) No annual IEP goals, or no support of at least one or more of the MPGs. Feedback: *

Your answer

**Rubric Score (20 points possible) ***

Your answer

**Outside Service Agency Involvement ***

○ Yes

○ No

**Evidence of Post Secondary Predictors**

# Summary

✓ Support & technical assistance for transition planning

✓ Career Development Process is a framework for transition planning



Transition Training Request Form

# Contact Information

**Arizona Department of Education
Exceptional Student Services**

Special Projects Unit

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